Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

Domain	**Standard:** 2.NBT.1a - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones: e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. 100 can be thought of as a bundle of ten tens - called a "hundred."
Number and Operations in Base Ten **Understand place value.**	Questions to Focus Learning What do the digits in each place value position represent? Student Friendly Objectives *Knowledge Targets* I know which place value position is the ones. I know which place value position is the tens. I know which place value position is the hundreds. *Reasoning Targets* I know ten bundles of tens make 100. I know how much a digit stands for in a number. *Performance Targets* I can explain why I need to bundle 10 tens in a new bundle of one hundred. Vocabulary digit hundreds ones tens place value

Teacher Tips

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http://www.dpi.state.nc.us/acre/standards/common-core-tools/#unmath

Second Grade students extend their base-ten understanding to hundreds as they view 10 tens as a unit called a "hundred". They use manipulative materials and pictorial representations to help make a connection between the written three-digit numbers and hundreds, tens, and ones.

As in First Grade, Second Graders' understanding about hundreds also moves through several stages: Counting By Ones; Counting by Groups & Singles; and Counting by Hundreds, Tens and Ones.
Counting By Ones: At first, even though Second Graders will have grouped objects into hundreds, tens and left-overs, they rely on counting all of the individual cubes by ones to determine the final amount. It is seen as the only way to determine how many.
Counting By Groups and Singles: While students are able to group objects into collections of hundreds, tens and ones and now tell how many groups of hundreds, tens and left-overs there are, they still rely on counting by ones to determine the final amount. They are unable to use the groups and left-overs to determine how many.
Counting by Hundreds, Tens & Ones: Students are able to group objects into hundreds, tens and ones, tell how many groups and left-overs there are, and now use that information to tell how many. Occasionally, as this stage becomes fully developed, second graders rely on counting to "really" know the amount, even though they may have just counted the total by groups and left-overs.
Understanding the value of the digits is more than telling the number of tens or hundreds. Second Grade students who truly understand the position and place value of the digits are also able to confidently model the number with some type of visual representation. Others who seem like they know, because they can state which number is in the tens place, may not truly know what each digit represents.

From the *Progressions for the Common Core State Standards in Mathematics- Number and Operations in Base Ten:*
Representations such as manipulative materials, math drawings and layered three-digit place value cards afford connections between written three-digit numbers and hundreds, tens, and ones. Number words and numbers written in base-ten numerals and as sums of their base-ten units can be connected with representations in drawings and place value cards, and by saying numbers aloud and in terms of their base-ten units, e.g., 456 is "Four hundred fifty six" and "four hundreds five tens six ones.

http://math.arizona.edu/~ime/progressions/

	Vertical Progression 3.OA.9 - Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. 3.NBT.1 - Use place value understanding to round whole numbers to the nearest 10 or 100.

The above information and more can be accessed for free on the Wiki-Teacher website.
Direct link for this standard: 2.NBT.1a